

Educational Psychology Practice Test 8

60 original multiple-choice questions for teacher test preparation (FPSC / FGEI / PPSC style). Choose one answer for each question. The full answer key is on the last page — worked explanations for every question are free on the test page at QuaidianPoint.com.

Name: _____ Class: _____ Score: _____ / 60

Personality Theories

Q1. A child demands a sweet immediately and becomes upset when asked to wait until after lunch. In Freud's structure of personality, which part is most dominant in this moment?

- (A) The ego
- (B) The superego
- (C) The id
- (D) The self-concept

Q2. A student wants to leave class early to play, but decides to wait until the lesson ends because leaving would break school rules and cause trouble. Which Freudian part is mediating here?

- (A) The ego
- (B) The id
- (C) The superego
- (D) The persona

Q3. A student feels guilty after copying a classmate's homework, even though no teacher noticed. Which part of personality is most involved in that feeling?

- (A) The id
- (B) The ego
- (C) The superego
- (D) A trait

Q4. After failing a test, a student insists again and again that he actually passed, although the marked paper is in front of him. Which defence mechanism is best illustrated?

- (A) Projection
- (B) Denial
- (C) Sublimation
- (D) Rationalisation

Q5. A student who cheated in an exam accuses other students of cheating, without evidence against them. Which defence mechanism is most likely?

- (A) Projection
- (B) Denial
- (C) Displacement
- (D) Regression

Q6. A student is scolded by a teacher and later shouts at his younger brother over a small matter. Which defence mechanism is best illustrated?

- (A) Displacement
- (B) Sublimation
- (C) Repression
- (D) Identification

Q7. A student channels strong competitive energy into school debates and athletics instead of quarrelling with classmates. Which defence mechanism is most positive in this example?

- (A) Sublimation
- (B) Denial
- (C) Projection
- (D) Regression

Q8. Under the stress of a family move, an older primary student starts speaking in baby talk and asking to be carried. Which defence mechanism is illustrated?

- (A) Sublimation
- (B) Rationalisation
- (C) Displacement
- (D) Regression

Q9. After a poor result, a student says the paper was unfair, the room was noisy and the teacher disliked him, rather than reviewing his preparation. Which defence mechanism is most likely?

- (A) Denial
- (B) Rationalisation
- (C) Repression
- (D) Projection

Q10. A student cannot recall a deeply embarrassing classroom incident from last year, although classmates remember it clearly. Which Freudian process is most often used to explain this?

- (A) Projection
- (B) Repression
- (C) Displacement
- (D) Sublimation

Q11. Which claim is central to Freud's view of personality development?

- (A) Stable traits alone explain all behaviour
- (B) Growth depends only on positive regard from others
- (C) Behaviour is learned only by observing models
- (D) Early childhood experience and unconscious conflict shape personality

Q12. A school counsellor listens without judging a student, even when the student admits to poor behaviour, so the student feels safe to speak honestly. Which humanistic idea is being practised?

- (A) Regard given only when achievement is high
- (B) Unconditional positive regard
- (C) Punishment for wrong answers
- (D) An unconscious drive

Q13. In Maslow's hierarchy, which need sits at the highest level, above esteem and belonging?

- (A) Safety needs
- (B) Esteem needs
- (C) Self-actualisation
- (D) Belonging needs

Q14. A student sees herself as a weak writer but believes a good student should write flawlessly, and she feels distressed by the gap. In Rogers' terms, what is this gap called?

- (A) An id-ego conflict
- (B) Trait inconsistency
- (C) A modelling failure
- (D) Incongruence between the real self and the ideal self

Q15. A hungry student who has not eaten all day struggles to concentrate on a lesson about self-confidence. Which idea best explains why basic needs come first here?

- (A) Maslow's hierarchy of needs, in which physiological needs precede higher needs
- (B) Trait theory, in which stable personality traits explain concentration
- (C) Psychoanalytic theory, in which unconscious conflicts disturb attention
- (D) Social learning theory, in which observed behaviour shapes concentration

Q16. A student watches a classmate plan revision carefully, tries the same method herself and improves. Which learning process is most central?

- (A) Observational learning
- (B) Classical conditioning alone
- (C) Inherited trait expression alone
- (D) Unconscious conflict

Q17. A student who believes she can master fractions practises longer and persists after mistakes, while a classmate who doubts herself gives up quickly. Which Bandura concept best explains the difference?

- (A) Self-efficacy
- (B) Self-actualisation
- (C) The superego
- (D) Extraversion

Q18. A student says, "I passed because I revised steadily and asked for help when I was stuck." What does this attribution show?

- (A) An external locus of control
- (B) High neuroticism
- (C) An internal locus of control
- (D) A defence mechanism

Q19. A student says, "I failed only because of bad luck and an unfair paper," even though he did not revise. Which locus of control is shown?

- (A) An internal locus of control
- (B) An external locus of control
- (C) High self-efficacy
- (D) High openness

Q20. What is a key difference between trait theory and psychoanalytic theory?

- (A) Both focus only on unconscious conflict
- (B) Both ignore stability in behaviour
- (C) Trait theory describes consistent patterns, while psychoanalytic theory explains them through unconscious drives
- (D) Both focus only on classroom learning

Personality Assessment

Q21. A school psychologist gives students a standard set of written statements and asks them to agree or disagree with each one. What kind of measure is this?

- (A) A projective technique
- (B) A personality inventory
- (C) An unstructured interview alone
- (D) Naturalistic observation alone

Q22. Which of the following is best known as an objective personality inventory rather than a projective test?

- (A) The Rorschach test
- (B) The Thematic Apperception Test
- (C) The Minnesota Multiphasic Personality Inventory (MMPI)
- (D) Sentence completion

Q23. A psychologist wants a standardised inventory built around the five-factor model. Which instrument fits best?

- (A) The Rorschach inkblot test
- (B) The Thematic Apperception Test
- (C) A Draw-a-Person task
- (D) The NEO Personality Inventory

Q24. A student is shown an ambiguous picture and asked to tell a story about it. The psychologist interprets themes in the story. What kind of technique is this?

- (A) A forced-choice inventory
- (B) A structured interview
- (C) A projective technique
- (D) A behaviour rating scale

Q25. A student is shown a series of inkblots and asked what each one looks like to her. Which test is being used?

- (A) A personality inventory
- (B) A structured interview
- (C) An observation checklist
- (D) The Rorschach inkblot test

Q26. A student is shown pictures of people in unclear situations and asked to invent a story for each picture, revealing needs and conflicts in the story. Which test is this?

- (A) The Rorschach test
- (B) The Thematic Apperception Test
- (C) The 16PF inventory
- (D) Direct observation

Q27. A student is given sentence beginnings such as "In school I..." and asked to finish each one in her own words. Which technique is this?

- (A) Sentence completion, a projective technique
- (B) A standardised inventory
- (C) A structured interview
- (D) An ability test

Q28. A child is asked to draw a person, and the drawing is interpreted for signs of feelings and self-image. Which kind of technique is this?

- (A) The MMPI inventory
- (B) A behaviour rating scale
- (C) An IQ subtest
- (D) Draw-a-Person, a projective technique

Q29. What is a main strength of a well-constructed personality inventory compared with a projective test?

- (A) It gives richer detail about unconscious motives
- (B) It has no scoring rules at all
- (C) It offers standard scoring and allows comparison with a norm group
- (D) It requires no training to use well

Q30. On a self-report inventory, a student answers in ways that make her look unusually cooperative and hard-working, although teachers see a different pattern. What is the most likely problem?

- (A) The test is too ambiguous to interpret
- (B) Social desirability responding, or faking a favourable image
- (C) The test requires artistic skill
- (D) The test cannot be scored at all

Q31. Two psychologists interpret the same inkblot responses very differently, and neither can show strong agreement with the other. What limitation of projective tests is illustrated?

- (A) Standard scoring for every response
- (B) Speed of use with large groups
- (C) Objective norms for all ages
- (D) Interpretation varies by examiner, with weaker reliability

Q32. A teacher watches how a student actually cooperates, shares and handles frustration during normal group work over several weeks. What is the main strength of this method?

- (A) It makes unconscious motives directly visible
- (B) It shows behaviour in a real classroom context
- (C) It provides standardised norms at once
- (D) It is quick to use with hundreds of students

Q33. A teacher rates a student she likes as cooperative in every lesson, even on days when observation notes show repeated arguments. What problem is most likely?

- (A) The method is too standardised
- (B) Observer bias and sampling from too few occasions
- (C) The method reveals unconscious motives directly
- (D) The method cannot record behaviour at all

Q34. A counsellor interviews a student and, when an answer is unclear, asks a follow-up question to explore what the student meant. What is the main strength of the interview here?

- (A) Fully standard scoring
- (B) Speed with large groups
- (C) No need for rapport
- (D) Probing and clarification of answers

Q35. A school plans to interview every student individually about personality, but finds the plan takes many weeks and different interviewers ask questions in different ways. What limitation is shown?

- (A) Interviews are fully objective in all cases
- (B) Interviews are quick for hundreds of students
- (C) Interviews need no training at all
- (D) Interviews are time-consuming and open to interviewer bias

Q36. A teacher completes a form rating how often a student shares materials, waits for a turn and helps peers, using a scale from "never" to "always". What is this?

- (A) A projective story task
- (B) An IQ subtest
- (C) A behaviour rating scale
- (D) An inkblot test

Q37. A school keeps a file for each student recording progress, behaviour notes, health information and teacher comments across several years. What is this long-term record called?

- (A) A single test score
- (B) An inkblot protocol
- (C) A single observation note
- (D) A cumulative record, useful for a case history

Q38. A school psychologist learns that a student is anxious and withdrawn. What is the most ethical school use of that assessment information?

- (A) Publishing the results on a class noticeboard
- (B) Deciding admission on that result alone
- (C) Sharing it freely with anyone who asks
- (D) Using it confidentially to plan support for the student

Q39. A counsellor is unsure about a student's difficulties, so she combines an inventory, teacher observation and a short interview before making a recommendation. What principle is she following?

- (A) Relying on one projective test alone
- (B) Relying on one IQ score alone
- (C) Relying on a parent report alone
- (D) Triangulation, where multiple methods converge

Q40. When judging whether a personality measure is useful in a school, what matters most?

- (A) The length of the test alone
- (B) The popularity of the test alone
- (C) Evidence that it measures the intended trait and helps sound decisions
- (D) The cost of the test alone

Personality and Intelligence in School Practice

Q41. A highly organised student is also very anxious before tests and checks her work repeatedly until time runs out. What support best fits both parts of the picture?

- (A) Reducing her workload so she faces fewer tests
- (B) Teaching her relaxation techniques without changing how work is organised
- (C) Giving clear structure plus coping strategies for test anxiety
- (D) Moving her to a less demanding class group

Q42. A quiet, introverted student rarely speaks in whole-class debate but writes thoughtful answers and contributes well in pairs. How should participation be judged fairly?

- (A) Forcing large-group debate as the only route
- (B) Marking quiet students down automatically
- (C) Assuming quiet students have low ability
- (D) Offering varied participation routes, including writing and small groups

Q43. A teacher who accepts Gardner's view of intelligence wants assessment that goes beyond one written test. Which approach fits best?

- (A) A single IQ score for every decision
- (B) Ranking by linguistic skill alone
- (C) Varied performances, projects and portfolios
- (D) A memorisation test alone

Q44. A teacher designing an assessment from Sternberg's theory should include which combination of tasks?

- (A) Analytical recall tasks only
- (B) Speed tasks only
- (C) Analytical, creative and practical tasks
- (D) Vocabulary tasks only

Q45. An adult learner returning to study has rich work experience and a large vocabulary but is slow with completely new abstract puzzles. Which Cattell idea should guide the teacher?

- (A) Fluid ability is the only ability that matters
- (B) Build on accumulated knowledge and vocabulary while supporting novel reasoning step by step
- (C) Ignore prior knowledge entirely
- (D) Judge progress by speed alone

Q46. A school ranks all students by a single general score and uses that rank for every subject grouping. What would a Gardner-informed critic most likely say?

- (A) Using only a general rank would miss varied strengths that Gardner describes
- (B) Gardner's theory supports a single ranking for all subjects
- (C) Spearman's theory supports portfolio assessment instead
- (D) Both theories reject all forms of testing

Q47. A personality item asks about behaviour at family gatherings that are common in one culture but rare in another. How should a school psychologist handle the result?

- (A) Ignore culture entirely
- (B) Assume a word-for-word translation is always enough
- (C) Interpret the result in its cultural context and use local norms cautiously
- (D) Use only a projective test instead

Q48. A teacher models how to plan revision, praises students who try the plan, and lets them practise it in class. Which theory best supports this teaching move?

- (A) A theory of unconscious drives alone
- (B) Social-learning theory, through modelling and reinforcement
- (C) Trait labelling alone
- (D) An inkblot interpretation

Q49. A teacher encourages students to trust their own judgement, stay open to new experience and keep developing their abilities rather than only chasing marks. Which humanistic goal is she aiming at?

- (A) Becoming a fully functioning person, open to experience and growth
- (B) Strengthening the superego through guilt
- (C) Fixing a stable trait score for life
- (D) Building an external locus of control

Q50. A struggling student says, "I am just not good at this subject." Which teacher response best builds self-efficacy?

- (A) Labelling the student as low ability
- (B) Starting with a large, impossible task
- (C) Setting graduated successes with specific feedback
- (D) Using punishment for mistakes

Q51. A student described as shy at age ten is more confident at sixteen after supportive teaching and new friendships, though she still prefers small groups. What does this show about personality?

- (A) Personality is fixed at birth and never changes
- (B) Personality is relatively stable yet open to development through experience
- (C) Personality changes completely from day to day
- (D) Personality is only an unconscious drive

Q52. What is a main limit of the trait approach, even when traits are measured reliably?

- (A) It explains unconscious processes in full
- (B) It predicts every single action with certainty
- (C) It measures intelligence directly
- (D) It describes patterns without fully explaining the processes behind them

Q53. Why is psychoanalytic theory difficult to apply directly in ordinary school assessment?

- (A) Its central ideas are hard to verify empirically and its methods are time-consuming
- (B) It can be standardised quickly for whole classes
- (C) It ignores childhood experience entirely
- (D) It measures only surface traits

Q54. What criticism is most often made of humanistic ideas such as self-actualisation?

- (A) Concepts like self-actualisation are hard to define and measure precisely
- (B) The view focuses too much on unconscious conflict
- (C) The view ignores personal growth entirely
- (D) The view relies on inkblot tests

Q55. What is a fair limit to note about social-learning theory?

- (A) It overemphasises unconscious drives
- (B) It ignores observation entirely
- (C) It measures only IQ
- (D) It may underplay inherited temperament and inner experience

Q56. For a shy student referred for support, which assessment choice is most defensible?

- (A) Combining observation and teacher ratings rather than relying on one self-report alone
- (B) Using a projective test alone
- (C) Using an IQ score alone
- (D) Conducting a public interview in front of classmates

Q57. How should personality assessment results for a school student normally be shared?

- (A) Kept confidential and shared only with those who need them to support the student
- (B) Displayed on a classroom noticeboard
- (C) Shared with classmates for discussion
- (D) Posted online for parents to compare

Q58. A teacher who thinks highly of a student's academic work also rates her as highly cooperative and honest, although observation notes are mixed. Which rating error is this?

- (A) Central tendency error
- (B) Halo effect
- (C) Projective bias
- (D) Test anxiety

Q59. A rater avoids the ends of a scale and rates almost every student as average on every trait, even when behaviour differs clearly. Which error is this?

- (A) Halo effect
- (B) Central tendency error
- (C) Projection
- (D) Regression

Q60. Which statement best sums up good school practice with personality assessment?

- (A) Use assessment to understand, support and review the student over time
- (B) Label a student once and permanently
- (C) Select students by a single test score alone
- (D) Ignore assessment results in planning

Answer Key

Q1: C	Q11: D	Q21: B	Q31: D	Q41: C	Q51: B
Q2: A	Q12: B	Q22: C	Q32: B	Q42: D	Q52: D
Q3: C	Q13: C	Q23: D	Q33: B	Q43: C	Q53: A
Q4: B	Q14: D	Q24: C	Q34: D	Q44: C	Q54: A
Q5: A	Q15: A	Q25: D	Q35: D	Q45: B	Q55: D
Q6: A	Q16: A	Q26: B	Q36: C	Q46: A	Q56: A
Q7: A	Q17: A	Q27: A	Q37: D	Q47: C	Q57: A
Q8: D	Q18: C	Q28: D	Q38: D	Q48: B	Q58: B
Q9: B	Q19: B	Q29: C	Q39: D	Q49: A	Q59: B
Q10: B	Q20: C	Q30: B	Q40: C	Q50: C	Q60: A

Worked explanations for all 60 questions:

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